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ABSTRACT

This program guide provides information useful to local school districts and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibility of offering vocational education programs. The legal authority section relates to vocational education programs in general and contains program standards and information on program planning, coordinating councils, structure, development, review and evaluation, and advisory committees. The other sections relate specifically to the vocational education program for practical nursing. The program content section provides an occupational description and curriculum framework (major concepts/content, laboratory activities, intended outcomes) and student performance standards. The section on instructional approach includes a suggested course outline and sample learning guide (information, activities, and evaluation procedures that are useful to the instructor in developing units of instruction). Other sections discuss student organization participation; student admissions requirements and teacher standards; facility design criteria and suggested equipment and supplies; lists of instructional resources and their sources; and names and addresses of professional organizations and support services. (YLB)

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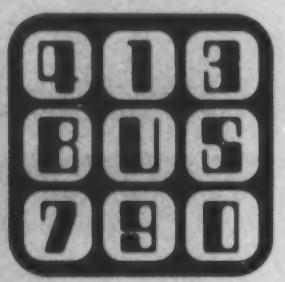

PRACTICAL NURSING

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FLORIDA VOCATIONAL
PROGRAM GUIDE

PRACTICAL NURSING

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INTRODUCTION

This program guide has been developed to provide information that will be useful to local school district and community college administrators, instructors, program advisory committee members, regional coordinating councils, and others charged with the responsibility of offering vocational education programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

The Legal Authority section of this guide relates to vocational education programs in general. The other sections relate specifically to the vocational education program for Practical Nursing.

Vocational education has evolved to meet the needs of students desiring to pursue a selected vocation. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. In order to do this, it is necessary both to create exemplary vocational programs and to make those programs consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship between Florida institutions offering similar or related courses and programs. The rule states, in part, that:

> When a student transfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged . . . to be equivalent to courses offered at the receiving institution.

This program guide helps ensure that equivalency. Throughout Florida, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

LEGAL AUTHORITY

Program Standards

Vocational education programs are established pursuant to Florida Statutes (hereafter **F.S.**) and enabling Administrative Rules adopted by the Florida State Board of Education (hereafter **S.B.E.**).

Section 233.0682 F.S.: State Board regulations states:

> The State Board of Education shall adopt regulations setting forth minimum requirements for a comprehensive vocational education program, and shall adopt procedures for determining the extent to which such minimum requirements are being met. Such requirements shall include examination of the employment performance of program participants as well as standards of educational output, with particular emphasis on job placement and satisfactory performance in employment.

This statute is administered by **S.B.E. Administrative Rule 6A-6.621: Comprehensive Vocational Education Program; definition,** which states, in part, that:

> the term comprehensive vocational education shall include occupational education programs not leading to a bachelor's degree. A comprehensive vocational education program is one which provides vocational programs, services, and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to the needs, interests, and abilities of the persons to be served.

For the purpose of defining the vocational education programs administered by community colleges within the state, the Division of Community Colleges has adopted **S.B.E. 6A-14.34** to implement **240.355 F.S.: State Board of Education Rules,** which authorizes "each community college district board of trustees to initiate and provide comprehensive vocational education programs." (NOTE: **S.B.E. Rule 6A-14.34** is identical to **S.B.E. Rule 6A-6.621** (see above), except that all **S.B.E. Chapter 6A-14 rules** refer to Division of Community College-sponsored programs, while **S.B.E. Chapter 6A-6 rules** refer to programs sponsored by the Division of Vocational, Adult, and Community Education.)

S.B.E. Rule 6A-6.571: Criteria for qualification of special vocational-technical education program courses provides for the annual publication of Vocational Education Program Courses Standards. These course standards for each vocational education program are approved by the Florida State Board of Education and published by the Division of Vocational, Adult, and Community Education.

The Program Course Standards provide program descriptions and statements of program objectives that must be adhered to by the school districts in offering vocational programs. The extent to which these standards are adhered to forms the basis for program review and evaluation.

Special funding provisions for vocational programs are determined in relation to all other education programs under **Section 236.081 F.S.: Funds for the operation of schools.**

Program Planning

The Vocational Education Planning Process, published in 1980 by the Division, outlines the procedures local education agencies should follow in developing and submitting their five-year and annual plans for the operation of vocational education programs.

The legal basis for program planning is found in **Section 229.55 F.S.: Educational Accountability Act of 1976,** and **229.555 F.S.: Educational planning and information systems.** These statutes address various aspects of the process of planning effective instructional programs at each level--from the local school district to the state level. These Florida Statutes are implemented by **S.B.E. 6A-6.67: Coordinating Council for vocational education, adult general education, and community instructional services, S.B.E. 6A-6.70: Direct job-related vocational offerings required for each school district,** and **S.B.E. 6A-6.71: Student services.**

School districts are encouraged to utilize the resources and support of business, industry, and the community in planning vocational programs. A portion of **S.B.E. Rule 6A-6.67,** which has particular implications for planning for specific vocational programs in specific schools, follows:

> The responsibilities of the (coordinating) council shall be to review the total vocational education, adult general education, and community instructional services program being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications.

(**S.B.E. Rule 6A-14.37** addresses this topic in identical language for community college programs.)

Coordinating Councils

The legal basis for establishing coordinating councils is administered by **Florida Statute 228.074,** which states:

(1) There shall be established in each vocational education planning region a regional coordinating council for vocational education, adult general education, and community instructional services.

(2) Each regional council shall consist of the superintendent of schools; the directors of vocational education and adult education of each school district within the planning region; the president of the community college; the deans or directors of vocational education and community instructional services of the community college; the vice president for academic programs, or his designee, of each state university servicing the region; a representative of an independent vocational, technical, trade, or business school located within the region, to be appointed by the Commissioner of Education; a representative of a branch of the Florida State Employment Service located within the region; and lay citizens of the planning regions.

(3) No less than 51 percent of the voting membership of each council shall be comprised of lay members. The lay members shall be appointed by the Governor and confirmed by the State Board of Education for four-year terms.

The responsibilities of the coordinating councils are dealt with in **Florida Statute 228.075.** The primary goals of each regional coordinating council shall be to:

(1) Maximize effective student articulation in programs of vocational education, adult general education, and community instructional services.

(2) Establish and maintain effective and cooperative linkages with business and industry so that vocational training programs are responsive to the needs of the labor market.

(3) Lead regional efforts in cooperation among school districts, community colleges, and state universities.

Program Structure

The legal basis for Florida's comprehensive vocational education structure may be found in **S.B.E. Rules 6A-6.621** and **6A-14.34: Comprehensive vocational education, definition; 6A-6.63** and **6A-14.343: Scope of vocational education; 6A-6.64** and **6A-14.344: Types of vocational education courses and activities;** and **6A-6.65** and **6A-14.345: Instructional components of vocational education.**

Perhaps the legal basis for Florida's comprehensive vocational program is stated best in **S.B.E. Rules 6A-6.65** and **6A-14.345.** These rules define the components of vocational education instruction, beginning with an introduction to the world of work in grades 1-6; exploratory experiences in grades 7-9; job-related experiences and prevocational training instruction in grades 10-12; and adult-level training and retraining programs. Special needs of disadvantaged and handicapped individuals at all levels--grade 1 through adults--are considered and provided for. Based upon these rules, Florida has developed a statewide comprehensive vocational program that is recognized as one of the best in the nation.

Program Development

Vocational program development is geared to meet the needs of Florida's employers and students. The vocational planning process incorporates information from business and industry, including data on employers' needs and on emerging trends and changes in technological processes. Legal basis is provided by **S.B.E. Rules 6A-6.64** and **6A-14.344,** both entitled **Types of vocational education courses and activities,** for the development of the many vocational courses and programs that must be offered to meet the needs of employers and students. These rules will be amended in the future to bring them more into conformity with 1983 legislation.

Section 228.041 F.S. defines vocational education as follows:

(22) "Vocational education" is defined as meaning that instruction not leading to a baccalaureate degree, either graded or ungraded, listed below:
- (a) Job-preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs which coordinate directed study and on-the-job training;
- (b) Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
- (c) Supplemental programs designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to reenter or maintain stability or advance within their occupation; or
- (d) Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into specific occupations. Such courses may include, but may not be limited to, typing, industrial arts, and home economics.

Program development is based largely on identifying and meeting the requirements of employers and credentialling agencies. Significant input is sought from advisory groups, ad hoc committees, and task forces made up of representatives from business and industry and instructional, supervisory, and administrative personnel. The Division of Vocational, Adult, and Community Education, the school districts, and community colleges work together to develop programs with objectives that are consistent with employers' requirements.

Educational standards are established for program development. Using these standards as guides and guidelines, effective programs are developed that meet the goals of vocational education, particularly the major goal of preparing students for entry-level employment. These standards are grouped into three categories: input, process, and product. First, standards of input govern requirements for teachers, facilities, and materials. Second, standards of process help determine requirements for instruction, curriculum selection, placement, and evaluation. And third, standards of product are determined by the number and degree of competencies students achieve and by the placement of trained students in jobs.

Program Review and Evaluation

The primary purpose of program review is program improvement. To accomplish this purpose, a review of each vocational program is necessary to determine those areas in which program improvement can be implemented most effectively.

The legal basis for program review is found in **Chapter 229.565 F.S.: Educational evaluation procedures.** Section (3) (e) of that statute requires the Commissioner of Education to periodically examine and evaluate "the standards by which the school district evaluates basic and special programs for quality, efficiency, and effectiveness."

The term "special programs," as used here, includes vocational programs. In turn, under **S.B.E. Rule 6A-1.453: Educational program audits,** the Commissioner directs the Division to examine and evaluate vocational programs.

S.B.E. Rule 6A-1.453 provides for periodic audits of both the accounts and programs of each school district. It states in part that the Division shall be responsible for examination of vocational education programs to:

a. Determine compliance with law and criteria established by rules of the State Board;

b. Ensure that individual courses use instructional objectives which are consistent with the criteria for qualification of individual courses as outlined in the publication titled, Vocational Education Program Courses Standards, **Rule 6A-6.571, FAC;** and

c. Determine that the capability exists in the instructional setting to accomplish the course objectives.

Under this same rule, the Division also is responsible for "examination of adult and community education programs to determine compliance with law and criteria established by rules of the State Board" and "determination of the existence and comprehensiveness of the criteria based on district goals, by which the school district evaluates vocational education and adult general education programs."

The Vocational Education Program Courses Standards (and the new Curriculum Frameworks) provide program descriptions and objectives that may be used as criteria against which the program may be reviewed and evaluated. Basically, program review consists of a self-study by the staff of the program to be reviewed, a visitation and review by a Division staff member, a final report outlining areas of strengths and weaknesses, and a plan for strengthening weaknesses and/or improving the program. The data from the program review instruments are treated statistically and incorporated into the evaluation system.

Program Advisory Committees

Program advisory committees are mandated by federal as well as by state regulations. **Public Law 98-524: The Carl D. Perkins Vocational Education Act** (October 19, 1984) requires that each State Board of Vocational Education appoint a State Council on Vocational Education and that the board and council, in consultation, establish a limited number of technical committees to advise them on the development of model curricula to address state labor market needs. Florida has established nine technical committees--one for each program area. A single State Advisory Council for Vocational Education is also provided for in **S.B.E. Rule 6A-6.75: State Advisory Council for Vocational Education.**

Committees for individual programs are covered under **S.B.E. Rule 6A-6.74: Duties and responsibilities of the Division of Vocational Education,** which states that the director of the Division of Vocational, Adult, and Community Education shall "direct the work of the Division to insure the greatest possible coordination, efficiency and effectiveness in vocational and technical education in the state."

The Division utilizes program advisory committees as a means of fulfilling this mandate. In addition, many special-purpose advisory committees have been formed to deal with special programs and problems.

Several program advisory committees assist school districts and community colleges with vocational program development, operation, and evaluation. The legal basis for the use of these advisory committees may be found in **S.B.E. Rules 6A-6.68** and **6A-14.38,** both entitled **Business and industrial community support.** These rules state that school boards and boards of trustees at all levels should take positive steps (which are enumerated) to establish two-way communications and mutual responsiveness between their institutions' vocational education program system and the surrounding business and industrial community.

PROGRAM CONTENT

Occupational Description

The program course Practical Nursing is designed to prepare the student in the performance of selected nursing tasks, including the administration of treatments and medications. Students are trained to care for the ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions. The performed skills shall be under the direction of a licensed physician, a licensed osteopathic physician, a licensed podiatrist, a licensed dentist, or a registered nurse. Students must be under the direction of a qualified instructor.

Graduates of approved programs are eligible to take the licensing examination prepared by the National Council of Licensure Examinations and accepted by the Florida State Board of Nursing.

Competencies that graduates of practical nursing educational programs can be expected to have are:

I. **Assessing**

a. Contribute to the identification of basic physical, emotional, and cultural needs of the consumer.

b. Identify basic communication techniques in a structured care situation.

c. Interview health consumers to obtain specified information.

d. Identify overt learning needs of the health consumer.

e. Make significant observations of the health consumer and communicate these to the health team.

f. Identify your own strengths and weaknesses a... ...eek assistance for improving your performance.

g. Identify appropriate resource persons in other agencies within the health care delivery system.

h. Recognize your own limitations when the nursing measure is beyond the scope of your practice.

i. Identify obvious deviations from normal.

II. **Planning**

a. Contribute to the development of basic nursing care plans in an institutional setting.

b. Contribute to the development of health plans for consumers or families.

c. Prioritize tasks within your own assignment.

III. **Implementing**

a. Safely perform basic therapeutic and preventive nursing procedures, incorporating fundamental biological and psychological principles in giving individualized care.

b. Apply basic verbal, nonverbal, and written communication techniques in a structured care setting.

c. Demonstrate incidental health teaching during routine care.

d. Share responsibility for the health care delivery system in structured situations.

IV. **Evaluating**

a. Recognize overt outcomes of individualized nursing care.

b. Seek guidance from appropriate persons as needed in evaluating the care given and making necessary adjustments.

V. **Role as a member within the profession of nursing**

a. Recognize your own accountability for nursing practice based upon educational preparation.

b. Recognize your own role in the health care delivery system.

c. Seek out and take advantage of learning situations and opportunities for your own continuing education.

d. Show respect for the dignity and rights of individuals.

e. Recognize the role of other members of the health care team.

Curriculum Framework and Student Performance Standards

Program standards for vocational education are published in the Curriculum Frameworks and Student Performance Standards. Because these standards change from year to year, new programs must be based on the latest published curriculum frameworks and student performance standards for Practical Nursing.

Provided on the following pages is the Curriculum Framework for Practical Nursing as listed in the official Vocational Education Program Courses Standards documents.

CURRICULUM FRAMEWORK	PROGRAM AREA: Health Occupations
FLORIDA DEPARTMENT OF EDUCATION	EFFECTIVE DATE: July, 1988
PROGRAM TITLE: Practical Nursing	
CODE NUMBER: Secondary _____	Postsecondary PRN0400
Florida CIP H017.060500	
SECONDARY SCHOOL CREDITS:	COLLEGE CREDITS: __ POSTSECONDARY ADULT VOCATIONAL CREDITS:
APPLICABLE LEVELS: 7-9 ___ 9-12 Postsecondary Adult Vocational	x Other 30, 31 Postsecondary Vocational
CERTIFICATION COVERAGE: NURSE ED @5 PRAC NURSE 7	

I. **MAJOR CONCEPTS/CONTENT.** The program is designed to prepare students for employment as licensed practical nurses (10121010) or to provide supplemental training for a person previously or currently employed in this occupation. The program must be approved by the Florida State Board of Nursing so the graduate may take the examination to practice as a Licensed Practical Nurse.

The content includes, but is not limited to, theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric, and geriatric nursing; theoretical instruction and clinical experience in both acute and long-term care situations; theoretical instruction and clinical application of vocational role and function; personal, family, and community health concepts; nutrition; human growth and development over the life span; body structure and function; interpersonal relationship skills; mental health concepts; pharmacology and administration of medications; legal aspects of practice; and current issues in nursing. Clinical experience should make up at least 50% of the total program.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

II. **LABORATORY ACTIVITIES.** Simulated practice and clinical experiences are included as an integral part of this program.

Clinical Experience Rules:

(1) Each student providing direct care to patients/clients in a health care agency shall be under the supervision of a faculty member. Faculty should be responsible for supervising students on no more than two units during one clinical instruction period.

(2) No more than twelve students shall be assigned to a faculty member for supervision in providing direct care to patients/clients for any one clinical instruction period.

(3) Faculty shall be physically present within the health care agency while students are engaged in providing direct care to patients/clients.

(4) Faculty shall be immediately available by telephone to students engaged in an observational experience or assigned to family-community health experiences.

(5) Clinical facilities utilized for clinical training by students of approved programs shall provide evidence satisfactory to the Board that they meet the following requirements:

(a) Current state licensure certification.
(b) The director of nurses or person responsible for nursing services is a registered nurse currently licensed in Florida.
(c) The number and variety of patients are sufficient to meet clinical learning objectives of the nursing program.
(d) There are nursing personnel, sufficient in number, currently licensed, and appropriately qualified, to ensure that patients receive safe and effective care at all times.
(e) There are written job descriptions for all categories of nursing personnel which are used as a basis for assigning responsibilities.
(f) Appropriate references and current practice and procedure manuals are available on the unit where students receive experience.

(6) Nursing programs shall seek prior approval from the Board for any clinical facility utilized for student clinical instruction.

(7) It shall be the responsibility of the nursing program to obtain and maintain current contractual agreements with each agency utilized for student clinical training to ensure that the nursing program can provide the appropriate clinical experiences necessary to fulfill the requirements of these rules.

(8) When more than one nursing program is using an agency for student clinical experience, there shall be written documentation of cooperative planning among the programs and the agency.

III. **SPECIAL NOTE.** The Health Occupations Students of America, Inc., is an appropriate vocational student organization for providing leadership training experience and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this program.

Students must take a state licensing examination. Minimal acceptable performance for each graduating class on the licensing examination shall be determined by the Board. Board requirements shall not exceed the national average as published by the testing service of the National Council of State Boards of Nursing, Inc.

Program must comply with the State Board of Nursing rules, including faculty qualifications, number of students admitted, length of courses, etc. There may be no deviations from an approved plan of instruction without Board of Nursing approval.

The person responsible for the day to day implementing of the classroom and clinical duties shall be given time apart from classroom and clinical responsibilities sufficient to meet the administrative needs of the program.

Students who have successfully completed program H017.060200, Nursing Assisting, should be given appropriate recognition, such as advanced standing, for demonstrating those competencies.

In accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 11.0 This grade level number corresponds to a grade equivalent score obtained on a state-designated basic skills examination.

The typical length of this program for the average achieving student is 1300 hours.

IV. **INTENDED OUTCOMES.** After successfully completing this program, the student will be able to:

01. Perform supervised management functions.
02. Provide personal patient care.
03. Perform comfort and safety functions.
04. Conduct nursing procedures.
05. Provide preoperative and postoperative care.
06. Administer medication.
07. Peform aseptic techniques.
08. Care for maternal and newborn patients.
09. Implement nursing process for medical and surgical patients.
10. Use verbal and written communication.
11. Care for the pediatric patient.
12. Apply the principles of individual, family, and community health.
13. Utilize principles of nutrition as related to health and disease.
14. Demonstrate legal and ethical responsibilities.
15. Demonstrate employability skills.
16. Care for geriatric patients.
17. Describe the anatomy and physiology of the human body.
18. Provide emergency care.
19. Compare/contrast growth and development throughout the life span.
20. Demonstrate knowledge of sexually transmitted diseases, including AIDS.

01.0 Perform Supervised Management Functions. The student will be able to:

01.01 Demonstrate the ability to provide care for assigned patients.
01.02 Demonstrate the ability to supplement patient care plan.
01.03 Demonstrate the ability to complete charge requisitions.

02.0 Provide Personal Patient Care. The student will be able to:

02.01 Admit patient.
02.02 Transfer patient.
02.03 Discharge patient.
02.04 Assist conscious patient to maintain oral hygiene.
02.05 Administer oral hygiene to an unconscious patient.
02.06 Assist patient in using bedside commode.
02.07 Assist patient in using bedpan.
02.08 Assist patient in using urinal.
02.09 Assist patient with tub bath or shower.
02.10 Groom patient's hair.
02.11 Groom patient's nails.
02.12 Assist patient to dress.
02.13 Feed patient.
02.14 Give bed bath.
02.15 Give shampoo to bed patient.
02.16 Shave patient.
02.17 Give a back rub.

03.0 Perform Comfort and Safety Functions. The student will be able to:

03.01 Record patient's daily behavior.
03.02 Evaluate patient's mental awareness.
03.03 Respond to emotional needs of a terminally ill patient and family.
03.04 Adjust bed and siderails.
03.05 Transfer patient from bed to wheelchair using mechanical lifter.
03.06 Transfer patient to stretcher.
03.07 Turn bedridden patient.
03.08 Apply protective devices (vest, belt, wrist, and ankle mitt).
03.09 Apply comfort devices (footboard, overbed cradle, sandbag, alternating pressure mattress).
03.10 Assist patient to dangle.
03.11 Assist patient to walk.
03.12 Assist patient in crutch-walking.
03.13 Assist patient in using cane.
03.14 Assist patient in using walker.
03.15 Assist patient in using wheelchair.

04.0 Conduct Nursing Procedures. The student will be able to:

04.01 Wash hands.
04.02 Make unoccupied or occupied and surgical bed.
04.03 Take and record patient's pulse and respiration.
04.04 Take and record patient's blood pressure.
04.05 Take and record patient's temperature.
04.06 Take and record patient's height and weight.
04.07 Logroll patient.
04.08 Observe and record patient's emesis.
04.09 Assist with postmortem care.
04.10 Apply hot and cold applications.
04.11 Administer tepid bath.
04.12 Administer gavage feeding.
04.13 Apply an anti-embolic hose.
04.14 Apply bandage.
04.15 Apply binders.
04.16 Care for patient in skin and skeletal traction.
04.17 Apply brace.
04.18 Apply splints.
04.19 Clean tong/pin site.
04.20 Assist patient in range of motion exercises.
04.21 Assist patient with sitz bath.
04.22 Insert urinary catheter.
04.23 Monitor catheter drainage system.
04.24 Perform neurological assessment.
04.25 Remove retention catheter.
04.26 Change ostomy dressing.
04.27 Change ostomy pouch, bag, or appliance.
04.28 Administer perineal care.
04.29 Strain urine.
04.30 Connect nasogastric tube to suction machine.
04.31 Give enema.
04.32 Observe intravenous (IV) infusion.
04.33 Observe venipuncture site.
04.34 Administer oxygen.
04.35 Set up vaporizer/humidifier.
04.36 Instruct patient in breathing exercises.
04.37 Clean inner cannula of tracheostomy.
04.38 Suction tracheostomy.
04.39 Maintain chest tubes.
04.40 Suction patient's naso-oral-pharyngeal passages.
04.41 Monitor post-myelogram patient.
04.42 Irrigate urinary bladder (continous).
04.43 Irrigate ear.
04.44 Irrigate eye.
04.45 Irrigate nasogastric tube.
04.46 Irrigate vaginal canal.
04.47 Irrigate wound.
04.48 Collect gastric analysis specimen.
04.49 Irrigate oral cavity.
04.50 Irrigate urinary catheter.
04.51 Irrigate colostomy.
04.52 Test stool for occult blood.

04.53 Collect stool specimen.
04.54 Collect routine urine specimen.
04.55 Collect clean-catch (midstream voided) urine specimen.
04.56 Collect timed urine specimen.
04.57 Collect sputum specimen.
04.58 Collect and test urine for sugar and acetone.
04.59 Obtain specimen from urinary drainage tubing.
04.60 Measure specific gravity.
04.61 Test a drop of blood for sugar.
04.62 Assist with physical examination.
04.63 Assist with patient having laboratory, radiological, and/or special diagnostic procedures.
04.64 Provide care for assigned patient.
04.65 Monitor fluid intake and output (I&O).

05.0 Provide Preoperative and Postoperative care. The student will be able to:

05.01 Shave and prep patient.
05.02 Ready patient for the operating room.
05.03 Prepare patient's medical records for the operating room.
05.04 Provide preoperative teaching.
05.05 Administer postoperative care.

06.0 Administer Medication. The student will be able to:

06.01 Administer preoperative medication.
06.02 Administer topical medication.
06.03 Administer inhalants.
06.04 Administer oral medication.
06.05 Administer sublingual medication.
06.06 Administer rectal medication.
06.07 Administer vaginal medication.
06.08 Administer subcutaneous (sub Q) injection.
06.09 Administer eye medications.
06.10 Administer ear drops.
06.11 Administer nose drops.
06.12 Administer intramuscular (IM) injection.
06.13 Administer intradermal injection.
06.14 Administer controlled substances.
06.15 Instill bladder medication.

07.0 Perform Aseptic Techniques. The student will be able to:

07.01 Apply sterile gloves and remove.
07.02 Apply sterile dressing.
07.03 Dress burns.
07.04 Open sterile equipment and supplies.
07.05 Set up isolation unit.
07.06 Serve isolation food tray.
07.07 Put on and remove isolation garments.
07.08 Collect specimen from an isolated patient.
07.09 Remove materials from isolation unit.

08.0 Care for Maternal and Newborn Patients. The student will be able to:

08.01 Admit patient to labor and delivery.
08.02 Wash hands for surgical scrub.
08.03 Monitor fetal heart tones.
08.04 Perform perineal care.
08.05 Monitor contractions.
08.06 Prepare patient for Caesarean.
08.07 Provide post-partum care.
08.08 Provide breast care.
08.09 Instruct mother in infant care.
08.10 Discharge obstetric patient.
08.11 Describe care during the delivery process.
08.12 Describe prenatal care.
08.13 Bathe infant.
08.14 Carry infant.
08.15 Collect urine specimen from infant.
08.16 Assist with circumcision.
08.17 Apply dressing to circumcision site.
08.18 Describe Apgar score.
08.19 Weigh and measure an infant.
08.20 Suction infant's respiratory passage with a bulb syringe.
08.21 Identify infant using mother's bracelet.
08.22 Feed infant.
08.23 Clean infant genitalia and diaper.

09.0 Implement Nursing Process for Medical/Surgical Patients. The student will be able to:

09.01 Indentify signs and symptoms, diagnostic tests, and medications and nutritional needs for each of the body systems.
09.02 Care for the patient with respiratory disease/disorder.
09.03 Care for the patient with cardio-vascular disease/disorder.
09.04 Care for the patient with muscular-skeletal disease/disorder.
09.05 Care for the patient with nervous skin and sensory disease/disorder.
09.06 Care for the patient with reproductive disease/disorder.
09.07 Care for the patient with urinary disease/disorder.
09.08 Care for the patient with digestive disease/disorder.
09.09 Care for the patient with endocrine disease/disorder.
09.10 Identify common alterations in patients with psychological disorder.
09.11 Recognize and report symptoms of abuse and neglect.

10.0 Use Verbal and Written Communication. The student will be able to:

10.01 Provide emotional support.
10.02 Receive and give an oral report of patient's status.
10.03 Chart nursing care.
10.04 Prepare incident report.
10.05 Demonstrate computer literacy.

11.0 Care for the Pediatric Patient. The student will able to:

11.01 Adapt nursing care for the pediatric patient.
11.02 Apply safety principles for the pediatric patient.
11.03 Implement prescribed nutritional requirements.
11.04 Provide diversion and recreational activities.

12.0 Apply the Principles of Individual, Family, and Community Health. The student will be able to:

12.01 Describe measures to maintain personal health.
12.02 Discuss family roles and their significances to health.
12.03 List community resources for individual and family health.

13.0 Utilize Principles of Nutrition as Related to Health and Disease. The student will be able to:

13.01 Describe special diets.
13.02 Explain regional, cultural, and religious food patterns.
13.03 Prepare a food plan.
13.04 List factors which must be considered when purchasing food.
13.05 Identify nutrients and food groups.

14.0 Demonstrate Legal and Ethical Responsibilities. The students will be able to:

14.01 Explain the patient's "Bill of Rights."
14.02 Identify legal and ethical responsibilities regarding the patient's chart, correcting errors, confidentiality, transcribing orders, patient contact, and job description.
14.03 Follow institutional policies.
14.04 Identify the components of the Nurse Practice Act.
14.05 Demonstrate ability to prepare legal forms.
14.06 Describe the role of each team member.

15.0 Demonstrate Employability Skills. The student will be able to:

15.01 Conduct a job search.
15.02 Secure information about a job.
15.03 Identify documents that may be required when applying for a job.
15.04 Complete a job application.
15.05 Demonstrate competence in job interview techniques.
15.06 Identify or demonstrate appropriate responses to criticism from an employer, a supervisor, or other persons.
15.07 Identify acceptable work habits.

15.08 Demonstrate a knowledge of how to make job changes appropriately.
15.09 Demonstrate acceptable employee health habits.

16.0 Care for Geriatric Patients. The student will be able to:

16.01 Adapt nursing care/safety principles as related to the elderly.
16.02 Describe general characteristics, particular needs, and problems of older persons.
16.03 Identify attitudes and living habits which promote positive mental and physical health for the elderly.
16.04 Distinguish between fact and fallacy about the aging process.
16.05 Identify signs and symptoms of common disorders/diseases.
16.06 Identify community resources and services available to older persons.
16.07 Describe the feelings, reactions, and needs of dying persons, family members, and the Practical Nurse.

17.0 Describe the Anatomy and Physiology of the Human Body. The student will be able to:

17.01 Identify the structure and function of the body as a whole.
17.02 Identify the structure and function of the respiratory system.
17.03 Identify the structure and function of the cardio-vascular system.
17.04 Identify the structure and function of the muscular-skeletal system.
17.05 Identify the structure and function of the nervous skin and sensory system.
17.06 Identify the structure and function of the reproductive system.
17.07 Identify the structure and function of the urinary system.
17.08 Identify the structure and function of the digestive system.
17.09 Identify the structure and function of the endocrine system.

18.0 Provide Emergency Care. The student will be able to:

18.01 Demonstrate CPR.
18.02 Insert an oral airway (adult).
18.03 Assist with an emergency evacuation drill.
18.04 Demonstrate first aid skills.

19.0 Compare and Contrast Growth and Development Throughout the Life Span. The student will be able to:

19.01 Identify characteristics of growth and development
a. from conception to birth.
b. from birth through preschool.
c. from school age through adolescence.
d. of the adult through senescence.

20.0 Demonstrate Knowledge of Sexually Transmitted Diseases, Including AIDS. The student will be able to:

20.01 Identify at risk behavior which promotes the spread of AIDS and the public education necessary to combat the spread of sexually transmitted diseases.

20.02 Apply infection control techniques designed to prevent the spread of sexaully transmitted diseases to the care of all patients following Center for Disease Control (CDC) guidelines.

INSTRUCTIONAL APPROACH

The instructional content of this vocational program is based on tasks performed and employability skills required on the job. The criteria used for evaluating student performance is determined by job performance standards. Each task to be performed, the conditions under which the student must perform, and the standard by which the performance will be evaluated are made known in explicit terms, in writing, to the student before instruction. The statement containing this information is often called a performance objective.

Each student is expected to acquire the necessary knowledge and skills to demonstrate through performance of each task that he or she has reached the specified standard of performance. Since actual performance is the only reliable proof of competence, successful completion of the program is dependent on the student's demonstrated attainment of the knowledge and skills for which instruction has been provided. The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. Traditional methods such as the lecture approach are still very much in existence, and have proved to be effective. The Division of Vocational, Adult, and Community Education, Florida Department of Education, however, supports the belief that competency-based vocational education is the most effective means of providing programs and courses.

Content and pacing decisions are based on the instructional needs of the individual student, that is, on the discrepancies between necessary skills and current skill attainments. Ways of meeting those needs are determined by an assessment of the student's aptitude, learning styles, and career goals. Therefore, at any one time, different students will be working on different objectives.

Laboratory and clinical experiences are imperative, and can likewise be offered in a sequential, competency-based manner to assure maximum retention and success.

Instruction is designed so that the student will acquire the cognitive, psychomotor, and affective skills necessary to function as an accountable and responsible member of the health team. Competencies are developed with emphasis on basic therapeutic, rehabilitative, and preventative care for people of all ages and cultural diversities in various stages of dependency. Course content includes Nursing Procedures; Life Span; Anatomy and Physiology; Obstetrical, Medical, and Surgical Nursing; Pediatric and Geriatric Nursing; Conditions of Illness; Personal and Community Health; First Aid and Cardiopulmonary Resuscitation; Care of the Mental Patient; Drugs and Medications; Employability Skills; Health and Safety Skills; Leadership and Human Relations Skills, and activities for the Health Occupations Students of American (HOSA).

Behavioral and instructional objectives should be arranged in a sequential order to provide for logical progression throughout the curriculum. The curriculum components should be identified individually but also fit together in the overall plan to create a smoothly functioning program of study. The total number of instructional hours must be approved by the Board of Nursing and must include both classroom theory and clinical experiences. At least 50 percent of the total instructional hours must be allotted to clinical experiences in both acute and long-

term care situations. This requirement may necessitate the use of more than one hospital or related institution.

Program instruction and objectives should be consistent with the Vocational Education Program Course Standards and the State of Florida Department of Professional Regulation, Board of Nursing, to assure that graduates will be permitted to sit for the licensing examination. A satisfactory score (350) on the National Council Licensure Examination is necessary to qualify for LPN licensure.

Suggested Course Outline

While the following courses are listed as separate entities for purposes of describing the intent of each, it is possible to cluster related courses into broader courses if it is determined that such a correlation of content serves to strengthen the learning process while retaining the intent of each such course. The objectives of each course should reflect the philosophy and objectives of the total program and should be expressed in behavioral and measurable terms. The overall plan of learning should be designed to progress from simple to more complex activities and from normal to abnormal conditions with appropriate nursing actions.

Vocational Adjustments. An introduction to Practical Nursing, its development and scope, which includes the history, social and ethical obligations, and the legal responsibilities involved in nursing functions and activities. Employment opportunities, responsibilities of a graduate, and continuing education for the nurse are also included in this course.

The objectives of the course are for the students to acquire:

1. Ability to develop a sense of belonging through an orientation to the school, its administrative policies, and the general design of its program.
2. Knowledge of what learning is, how it takes place, and individual responsibility in this learning process.
3. Knowledge of the factors which influenced nursing, practical nursing, and today's trend.
4. Knowledge of the roles and functions of the Practical Nurse.
5. Knowledge of the legal aspects involved in nursing and the responsibilities of the Practical Nurse.
6. Knowledge of some economic factors which may contribute to individual security.
7. Knowledge of the rules of behavior regarding employment.
8. Ability to assume responsibility for continued vocational and personal growth.
9. Knowledge of the employment process.

10. Ability to assume responsibilities as a graduate.

11. Understanding of the need to continue vocational skills and nursing education.

Anatomy and Physiology. An introduction to basic concepts of normal body structure and function, their relationship, and how each system relates to the total function of the body.

The objectives of the course are for the student to acquire:

1. Knowledge of relationships between body structure and function.

2. A general understanding of the whole body and what each system contributes to the total function of the body.

3. Ability to use a selected list of anatomical terms in speaking and in writing.

Life Span. An introduction of the basic processes of human growth and development from birth through the advanced years, with emphasis that this understanding can provide the basis for administering better nursing care.

The objectives of the course are for the students to acquire:

1. Knowledge of the factors of human growth and development which influence the individual and how they are related to one another.

2. Knowledge of normal growth and development patterns at different ages and how these influence behavior.

3. Ability to understand the self and others by applying knowledge of growth and developmental patterns and to understand that needs may be expressed in behavior at any age.

Health. An introduction to the meaning of health and its concepts in relation to the needs of individuals, the family unit, and the community in the prevention, control, and rehabilitation of illness.

The objectives of the course are for the students to acquire:

1. Knowledge of the broad concept of health and factors that influence individual, family, and community health.

2. Ability to understand one's own role in health, and factors affecting our attitudes toward health and illness.

3. Knowledge of the family's role in today's health and the effects of illness on individuals and family members.

4. Knowledge of the community's responsibility in the promotion and conservation of health.

5. Knowledge of the function of various community agencies and the ability to apply this information in patient situations.

Introduction to Nursing the Patient. An introduction to basic nursing theory and skills which is based upon the essential daily living needs of patients of all ages with varying degrees of dependency. Selected nursing skills are taught in the classroom and nursing laboratory with supervised practice and evaluation and planned clinical experiences in a hospital or long-term care situation.

The objectives of the course are for the students to acquire:

1. Knowledge of the practical nurse's responsibility for the patient's environment, safety, and well-being.

2. Knowledge of the importance of good relationships between nurse and patient, nurse and co-workers, and nurse and the family.

3. Skills in observation and the ability to communicate these observations to the professional nurse or physician.

4. Knowledge of the basic needs of the patient and the necessity for individualizing these needs in caring for patients regardless of age or state of dependency.

5. Knowledge of the practical nurse's role in planning the nursing care to meet the needs of patients in varying degrees of dependency.

6. Ability to perform selected nursing skills in caring for patients and the knowledge to adjust these skills to meet individual needs and situation.

7. Knowledge of selected terms and ability to use these terms in written and spoken communications in nursing situations.

8. Knowledge of the causes, prevention, and control of disease and the body's response to illness.

Nutrition. An introduction to the science of nutrition and the role it plays in the maintenance of health and in the treatment of illness.

The objectives of the course are for the students to acquire:

1. Ability to understand the role that nutrition plays in good physical and psychosocial health in all age groups.

2. Knowledge for selecting foods that will contribute to good nutrition and of how the body uses the food.

3. Ability to apply nutritional knowledge to planning, purchasing, preparing, and serving food.

4. Ability to understand diet modifications to meet the nutritional needs of patients.

Foundations of Medical-Surgical Nursing. An introduction to the basic concepts of illness, the causes, and the means of diagnosis. Signs and symptoms of illness and specific conditions are introduced with nursing measures to meet the needs of patients of all ages. Selected nursing skills are taught in the classroom and nursing laboratory with supervised practice and evaluation. Clinical experiences correlating medical-surgical nursing care with theory should be planned.

The objectives of the course are for the students to acquire.

1. Knowledge of the nursing care, general causes, and treatment of common symptoms observed in the medical-surgical patient, and how to communicate these observations.

2. Ability to relate, through application, previous knowledge about the needs of all patients to the medical-surgical patient.

3. Knowledge of the practical nurse's responsibility to the patient and physician in assisting with a physical examination and other diagnostic measures.

4. Ability to perform selected nursing measures in the care of a medical-surgical patient and the knowledge to adjust these measures to meet individual needs and situations.

5. Knowledge of the needs of the pre- and postoperative patient and the necessity for individualizing these needs in caring for surgical patients regardless of age or state of dependency.

6. Knowledge of the nursing needs of the cancer patient and the practical nurse's responsibility in the care of the patient.

7. Knowledge of the needs of dying patients and their families and the necessity for individualizing these needs in caring for them.

8. Knowledge of the basic classification, treatment, and rehabilitation of the mentally ill patient.

9. Ability to chart observations, nursing measures, and nursing care.

10. Knowledge of aseptic technique and ability to perform sterile procedures.

Medications. An introduction to the therapeutic use of selected drugs and techniques for handling and administration, including legal responsibilities related to basic knowledge, handling, and administration of drugs.

The objectives of the course are for the students to acquire:

1. Knowledge of the sources of drugs and the purposes for giving them.

2. Knowledge of legal controls and the responsibilities involved in giving them.

3. Knowledge of the various types of drug preparations and the ability to assess drug reactions.

4. Knowledge of drug classifications and terminology related to medications.

5. Ability to research specific drugs in reliable resource materials such as a Physicians' Desk Reference, current Drug Handbook, etc.

6. Ability to accurately calculate drug dosages.

7. Ability to administer medications by various methods.

8. Awareness of the continuing need to update knowledge of drugs.

Medical-Surgical Nursing. A systems approach to diseases and disorders of the body in relation to normal structure and function. Diagnostic tests and procedures are included in this course. Primary emphasis is placed upon the required nursing actions dictated by medical management and by the patient's state of dependency. Clinical experiences with medical and surgical patients of all ages, experiencing common physical and emotional conditions of illness, should be planned relating to the presentation of theoretical knowledge.

The objectives of the course are for the students to acquire:

1. Knowledge and understanding of the diseases and disorders of the body systems.

2. Knowledge of the responsibility of the practical nurse in assisting with diagnostic and treatments related to these systems.

3. Ability to perform nursing measures to meet the needs of patients with diseases and disorders of the systems.

Pediatrics. A unit on diseases and disorders of the infant and child and nursing actions required by this age group. Clinical experiences with both medical and surgical patients should be planned, with emphasis on the application of classroom theoretical knowledge. This unit of knowledge may be considered for integration with the general Medical-Surgical Nursing unit.

Geriatrics. A unit relating previous knowledge of the essential daily living needs of patients to the problems and diseases of old age and aging people, with emphasis placed on prevention and rehabilitation. Clinical experiences are related to theory and planned in a long-term care facility in accordance with the Board of Nursing Rules 210, which states that the curriculum for Practical Nursing programs "shall include experience in both acute and long-term care situations.

The objectives of the course are for students to acquire:

1. Knowledge of a practical nurse's responsibility for the patient's environment, safety, and well-being in a long-term care facility.

2. Knowledge of the importance of good relationships between the nurse and the elderly patient, the nurse and co-workers, and the nurse and family.

3. Ability to develop geriatric observational skills and to communicate these observations to the professional nurse or physician.

4. Ability to apply the knowledge of the basic needs of the geriatric patient and individualize these needs in caring for patients of this age and state of dependency.

5. Knowledge of the practical nurse's role in planning the nursing care to meet the needs of patients of this age and varying degrees of dependency.

6. Ability to perform selected nursing skills in caring for the geriatric patient and the knowledge to adjust these skills to meet individual needs and situations.

7. Knowledge of selected terms and the ability to use the terms in written and spoken communications in nursing situations.

Maternity. Basic principles of care for the family during normal antepartum, labor, delivery, and postpartum experiences. Effective care of normal newborn infants is included. Clinical practice is correlated with theoretical knowledge.

The objectives of the course are for the students to acquire:

1. Knowledge of pregnancy and childbirth as a normal process.

2. Knowledge of the changes that take place in the normal mother and baby during the prenatal period and how the various needs of the mother are met.

3. Knowledge of the three stages of labor and the ability to perform nursing measures required to meet these needs.

4. Knowledge of the normal changes of the new mother and ability to meet her nursing needs.

5. Knowledge of common signs and symptoms of the complications of pregnancy, labor, delivery, and puerperium.

6. Knowledge of needs for the normal newborn and the ability to perform nursing measures to meet daily nursing needs.

7. Knowledge of some of the signs and symptoms of the complications of the newborn.

Clinical Practice (Hospital and Nursing Home Learning Experience). Focuses on direct nursing care. Every effort should be made by the teacher to correlate patient practice with classroom learning experiences to ensure the most effective learning sequence for the student. Instructors are responsible for selecting the patients for student learning experiences and for supervising student practice with

patients. Early use of the clinical area in the curriculum is suggested to accomplish meaningful application of knowledge to practice.

The objectives of the clinical practice are for the students to demonstrate the:

1. Knowledge of the regulations regarding professional appearance as established by the school, affiliating hospitals, and nursing homes.
2. Knowledge of the professional code of conduct.
3. Knowledge and skill in giving safe and competent care under the supervision of an instructor.
4. Knowledge of the purpose, expected results, and safety factors involved in the administration of nursing care.
5. Ability to accept direction, supervision, and evaluation of performance.
6. Ability to adjust to hospital and institution policies and procedures with minimal assistance.
7. Ability to refer situations beyond his or her ability to the instructor or staff.
8. Knowledge of the physical requirements of each patient and the ability to use approved methods and techniques in meeting these needs.
9. Ability to arrange for spiritual guidance for patients as the need arises.
10. Ability to assist with families and visiting nurses in planning continuing patient support and rehabilitation.
11. Ability to provide a safe environment for patients and co-workers.
12. Ability to prepare and administer medications accurately by the various routes.
13. Ability to use therapeutic nursing measures and perform treatments under the supervision of the instructor.

Sample Student Learning Guide

Specific student performance standards are listed in the Curriculum Framework and can be found in the Program Standards Description.

Units of instruction should provide competencies required for a practical nursing program with learning activities to help students meet the program objectives. The learning guide or module that follows is an example of the information, activities, and evaluation procedures that can be useful to the instructor in developing units of instruction.

STUDENT LEARNING PACKAGE

Program: Practical Nursing

Duty: F-12 Administer perineal care and vaginal irrigation.

Introduction:

Providing any care to the "private" areas of the body can be embarrassing to the patient. Giving perineal care or a vaginal irrigation (douche) is one aspect of personal hygiene that needs to be carried out efficiently and matter-of-factly to make the patient more at ease and less embarrassed.

OBJECTIVE

Given: A patient or mannequin,

You will: Select the necessary equipment and supplies and perform perineal care and a vaginal irrigation.

How well: You must successfully complete the knowledge test and demonstrate that you can correctly perform all the items on the Performance Test.

Sections

1. Administer perineal care.
2. Administer a vaginal irrigation.

LEARNING ACTIVITIES

Section 1: Administer perineal care.

LEARNING ACTIVITIES	RESOURCES
1. Read Resource 1 for the step-by-step procedure for perineal-genital care that is provided in conjunction with the bed bath.	1. Techinques in Clinical Nursing, Kozier & Erb, Technique 12.2: "Perineal-Genital Care," pages 335-338
2. View Resource 2.	2. Trainex Filmstrip 1-1: "Peri-Care"
3. Read Resource 3 explaining "Special Perineal Care" and the step-by-step procedure for giving it.	3. Instruction Sheet 1: "Special Perineal Care"
4. Check your knowledge of giving special perineal care by completing Resource 4.	4. Self-Check 1
5. Practice giving special perineal care on a mannequin. Rate your practice or have another student or instructor rate your practice using Resource 5.	5. a. mannequin b. student or instructor c. supplies and equipment d. Self-Check 2
6. Go on to Section 2.	

INSTRUCTION SHEET

Special Perineal Care

Perineal care or peri-care is an external (outward) irrigation or cleansing of the vulva and perineum (the external structure from the front to the rectal area).

It is done only by a doctor's order or hospital policy on patients after childbirth or those having surgery involving the female external structure (vulva, vagina, perineum), the lower urinary tract, or the anus (the opening from the rectum to the outside). It is performed following each time the patient voids (urinates) or defecates (has a bowel movement) and as ordered by the doctor. Although peri-care is primarily given to the female patient, it may be ordered for the male patient following surgery on the perineum (area between the scrotum and the rectal area).

Peri-care is provided to the patient by the nurse until the patient is allowed to get out of bed. Once the patient is allowed to get up and go to the bathroom, he or she can then do the peri-care. It is for this reason that you must teach the patient the proper way of doing peri-care while you are performing the task. Make sure the patient understands all instructions before being allowed to perform this procedure.

Purposes

1. To cleanse the perineum
2. To prevent contamination or infection to the genital (outward structures) area from stool or urine
3. To remove drainage or odors
4. To promote healing
5. To prevent infection of the suture (stitches) line

Solutions That May Be Ordered

1. Tap H_2O
2. Sterile H_2O
3. Betadine NOTE: Make sure you check for iodine allergies as this is an iodine preparation. Be sure to use Betadine Solution, not Betadine Scrub (a soapy detergent).
4. Septisol
5. Other antiseptic solutions

Procedure

1. Check the physician's orders or hospital policy.

2. Wash your hands.

3. Assemble and prepare all equipment and supplies.

   a. peri-care bottle
   b. solution as ordered by doctor or hospital policy
      1. sterile water or tap water
         OR
      2. specific antiseptic solution and tap water.

         To prepare the solution:

         1) pour the prescribed solution to the bottom indicator line on the bottle.
         2) add warm tap water to the top indicator on the bottle
            OR
         1) if the bottle does not have an indicator line, pour 15cc of the prescribed solution into the bottle.
         2) add warm tap water to fill the bottle.
   c. peri-pad package which contains a sanitary napkin and wipes (tissues) (opened)
   d. bed pan
   e. paper bag or towels in which to discard soiled pad
   f. towel
   g. clean disposable gloves (if patient has venereal disease or thick, foul-smelling discharge)

4. Identify the patient and explain the procedure.

5. Provide for the patient's privacy; close the curtains around the patient or close the door if there are no curtains.

6. Raise the bed to a working height.

7. Position the patient by having the patient lie on his or her back with knees flexed (bent) and elevated (raised).

8. Drape the patient.

9. Remove the soiled peri-pad and observe the amount, type, and color of drainage.

   NOTE: If the patient is known to have a venereal disease or has a thick, foul-smelling discharge, put on clean disposable gloves before removing the pad and keep them on throughout the procedure.

10. Place the soiled pad in paper bag or towel. DO NOT throw it into the trash container in the patient's room.

11. Position the patient on the bedpan.

12. Squeeze the warm (105° F) prescribed solution from the peri-bottle over the genital area so that it flows from the top of the external structures to the back area. Squirt several times until all solution is used. If the area does not look clean, refill the bottle and repeat the cleansing.

13. Using a wipe (tissue) from the peri-pad package, start at the top of the genitalia (external structures) and make one gentle downward wipe toward the rectal area to dry the area. DO NOT go back over the area with the used wipe. Discard the wipe in the paper bag or paper towel. Repeat drying the area until all wipes are used. Caution: Be very careful when drying the area as it is very tender and sensitive.

14. Remove the bedpan and dry the buttocks with a towel.

15. Apply a peri-pad from the front to the back. If gloves were worn, remove them at this time.

16. Provide for the patient's comfort (straighten the bed and make sure the side rails are up (if needed), the bed is in low position, and the call bell is within reach).

17. Empty and clean all equipment and return it to its proper storage place. Discard the paper bag or paper towels in the utility room.

18. Record the procedure including the time, procedure, type of solution, and observation of drainage (color, amount), if any.

SELF-CHECK 1

Directions

Complete the following questions and check your answers with the answer on the following page. If you have an incorrect answer, go back and review the resources for this objective.

1. Another term used for perineal care is _____ care.

2. The term perineal care refers to an external _____ or _____ of the vulva and perineum.

3. List five purposes of perineal care.

   a.
   b.
   c.
   d.
   e.

4. Perineal care is done each time the patient _____ or _____.

5. It is only done according to either a _____ or _____.

6. It is done on female patients after _____ or surgery on the external female structure or anus.

7. Three types of solutions that may be ordered are _____, _____, and _____.

ANSWER KEY FOR SELF-CHECK I

1. peri

2. irrigation or cleansing

3. a. to cleanse the perineum
   b. to prevent contamination or infection to the genital (outward structures) area from the stool or urine
   c. to remove drainage or odors
   d. to promote healing
   e. to prevent infection of the suture (stitches) line

4. voids, defecates

5. doctor's order, hospital policy

6. childbirth

7. tap water, Betadine, Septisol, or sterile water

SELF-CHECK 2

Directions

Rate your performance using the items listed below. If all items are not rated YES, go back and review the resources for this objective.

	YES	NO
1. Did you check the doctor's order or hospital policy?	—	—
2. Did you wash your hands?	—	—
3. Did you assemble and prepare all equipment and supplies?	—	—
4. Did you identify the patient and explain the procedure?	—	—
5. Did you provide for the patient's comfort?	—	—
6. Did you raise the bed to a working height?	—	—
7. Did you position the patient?	—	—
8. Did you drape the patient?	—	—
9. Did you remove the soiled peri-pad and make observations of the drainage?	—	—
10. Did you discard the soiled pad in the paper bag or paper towel?	—	—
11. Did you put the patient on the bedpan?	—	—
12. Did you squirt the solution over the genital area until the area was clean?	—	—
13. Did you dry the area by using gentle downward movements?	—	—
14. Did you use one wipe per downward stroke?	—	—
15. Did you discard the wipe in a paper bag or paper towel?	—	—
16. Did you remove the bedpan and towel dry the buttocks?	—	—
17. Did you apply a clean peri-pad from front to back?	—	—
18. Did you provide for the patient's comfort?	—	—
19. Did you empty, clean, and store all equipment?	—	—
20. Did you discard the paper bag or towels in the soiled utility room?	—	—
21. Did you record the time, procedure, type of solution, and observations?	—	—

LEARNING ACTIVITIES

Section 2: Administer a Vaginal Irrigation.

LEARNING ACTIVITIES	RESOURCES
1. Read Resource 1 for a step-by-step procedure to administer a vaginal irrigation.	1. Techniques in Clinical Nursing, Kozier & Erb, Techniques 29-6: "Vaginal Irrigations and Instillations," pages 710-713
2. Check your knowledge of the vaginal and the administration of a vaginal irrigation by completing Resource 2.	2. Self-Check 3
3. Practice giving a vaginal irrigation on a mannequin. Rate your practice or have another student or instructor rate your practice using Resource 3.	3. a. mannequin b. student or instructor c. equipment and supplies
4. Take the Performance Test when you feel you can perform this task.	4. Performance Test

SELF-CHECK 3

Directions

Complete the following questions and check your answers with the answer key on the following page. If you have an incorrect answer, go back and review the resources for the objective.

1. The vagina is located between the _____ and the _____.
2. Is the uterus above or behind the vagina? _____
3. A vaginal irrigation is also referred to as a/an _____.
4. Three purposes of a vaginal irrigation are:

   a.
   b.
   c.

5. Before you can give a douche, you must check the patient's chart for the doctor's order as to the _____, _____, and _____ of the solution.
6. If any of the above (No. 5) are not included in the doctor's order, you must check _____.
7. Is douche usually a sterile or a clean procedure? _____
8. Four solutions that are commonly used for vaginal irrigations are:

   a.
   b.
   c.
   d.

9. To prepare a vinegar or sodium bicarbonate solution, you must mix _____ ml of vinegar or sodium bicarbonate to _____ ml of water.
10. The usual amount of solution used to give a douche is _____ to _____ ml.
11. Why should you have the patient void before the irrigation?

ANSWER KEY FOR SELF-CHECK 3

1. urethra, rectum
2. above
3. vaginal douche
4. a. to clean the vagina
   b. to apply heat or cold
   c. to discourage the growth of microorganisms
5. type, amount, temperature
6. the agency's policy or practice
7. clean
8. normal saline, tap water, sodium bicarbonate, vinegar
9. 8, 1,000
10. 1,000-2,000
11. There is less discomfort during the treatment if the bladder is empty; the possibility of injuring the vaginal lining is decreased.

PERFORMANCE TEST_____

Directions

You will be provided with a mannequin or patient. You are to (1) give perineal care and (2) give a vaginal irrigation. Your performance of this task will be evaluated using the items listed below.

Performance Checklist

Each item must be rated "Yes" or "N/A" for mastery.	N/A	YES	NO

Special Perineal Care

1. Checked the doctor's order or hospital policy.
2. Washed hands.
3. Assembled and prepared all equipment and supplies.
4. Identified the patient and explained the procedure.
5. Positioned and draped the patient.
6. Removed, made observations of, and discarded the soiled pad in paper bag or paper towel.
7. Placed the patient on the bedpan.
8. Squirted solution over vaginal area until area was clean.
9. Dried the area with gentle downward movements by using one wipe per downward stroke.
10. Discarded wipes in paper bag or paper towel.
11. Removed the bedpan and towel dried the buttocks.
12. Applied a clean peri-pad from front to back.
13. Made the patient comfortable (bed in low position, side rails up, if needed, call bell in reach).
14. Removed, cleaned, and returned all equipment and supplies.
15. Washed hands.
16. Recorded the procedure.
17. Provided for the patient's privacy and safety throughout the procedure.
18. Used good body mechanics at all times.

Vaginal Irrigation

1. Checked the doctor's order and hospital policy.
2. Washed hands.
3. Assembled and prepared all equipment and supplies.

Each item must be rated "Yes" or "N/A" for mastery.	N/A	YES	NO

4. Identified the patient and explained the procedure.
5. Asked the patient to void before treatment.
6. Positioned and draped the patient.
7. Provided perineal care.
8. Removed air from the tubing and moistened the nozzle by running fluid into the bedpan.
9. Ran some fluid over the perineal area, then inserted the nozzle (3-4 inches) carefully toward the sacrum.
10. Rotated the nozzle several times until all irrigating solution was used.
11. Removed the nozzle from the vagina and assisted the patient to a sitting position on the bedpan.
12. Dried the perineum and then removed the bedpan.
13. Made the patient comfortable (bed in low position, side rails up, if needed, call bell in reach).
14. Removed, cleaned, and returned all equipment and supplies.
15. Washed hands.
16. Recorded the procedure.
17. Provided for patient's comfort and safety throughout procedure.
18. Used good body mechanics at all times.

List of Resources

Below is a list of learning materials needed to complete this learning package.

Equipment, Tools, Etc.	Books, References, Etc.	Media	Supplies
Peri-Care Kit or disposable plastic bottle w/douche or vaginal irrigation set Mannequin Bedpan IV stand	Text: Techniques in Clinical Nursing, Kozier and Erb	Trainex Filmstrip No. I-1, "Peri-Care."	Bath blanket Bath towel Wash cloth Soap Basin Toilet paper Peri-pad and belt Disposable bag for pad Nonsterile gloves Gauze or swabs

STUDENT ORGANIZATION PARTICIPATION

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. Both federal regulations and the Florida State Board of Education regulations authorize vocational student organizations as an integral part of the vocational education programs.

The vocational student organization associated with this program is Health Occupations Students of America.

Health Occupations Students of America

Health Occupations Students of America (HOSA) activities are included as an integral part of the health occupations education curricula and complement and enrich instruction in each program area.

HOSA stresses student participation in cooperatively planning and conducting projects involving community service, career planning, social service, parliamentary procedure, public speaking, and program-related, competency-based competitive events.

HOSA stresses the recognition and promotion of the worth and dignity of each member and the development of both leadership and "followship" skills. The importance of maintaining health and striving for students' increased knowledge and skill in health occupations education programs is inherent in the HOSA philosophy. Participation in HOSA helps to foster integrity, enthusiasm, and devotion to a career in the health occupations.

Involvement in HOSA will assist students in assuming responsibility, in working cooperatively, and in becoming more proficient in their chosen health occupations career. The National HOSA motto is: "The Hands of HOSA Mold the Health of Tomorrow."

National Federation of Licensed Practical Nurses, Inc.

The National Federation of Licensed Practical Nurses, Inc. (NFLPN) is a national membership organization for all licensed practical and vocational nurses. Membership is open to students and should be encouraged to allow students to share in decisions and standards affecting the association and their profession.

The goals of the NFLPN are:

- to prepare and foster the ideal and comprehensive care for the ill and the aged.
- to associate together all licensed practical nurses and groups of licensed practical nurses or persons with equivalent titles.
- to secure recognition and effective use of the skills of licensed practical nurses.
- to promote the welfare and interests of licensed practical nurses.

- to improve standards of practice in practical nursing.
- to speak for licensed practical nurses and interpret their aims and objectives to other groups and the public.
- to cooperate with other groups concerned with better patient care.
- to serve as a clearinghouse of information on practical nursing.
- to further the continued improvement in the education of licensed practical nurses.
- to organize leadership training programs for licensed practical nurses.
- to promote the effective functioning of constituent state and local associations.

Student Admissions Requirements

In accordance with the State of Florida Department of Education Course Code Directory, the Practical Nursing Education program in Florida is usually taught at the postsecondary level. Further, in accordance with the Florida State Board of Nursing, any person desiring to be licensed as a practical nurse must show proof of a high school diploma or the equivalent, and be in good mental and physical health. It is suggested that a current physical examination and a copy of the high school transcript or diploma be listed among student admission criteria. Preassessment testing to determine mathematics and reading levels and letters of reference from former employers may be considered. Additional criteria, such as skin tests or immunizations, may be required by clinical institutions of learning and should be investigated before making a final decision regarding student admissions criteria.

Teacher Certification and Other Qualifications

The Practical Nursing program must be staffed by qualified teachers as defined in the State Board of Education Rules 6A-4.042, 6A-4.0021, and 6A-1.503.

Additionally, staff members must be qualified in accordance with the Department of Professional Regulation--Board of Nursing Rules 210-7.024.

Listed below are the certification coverages as included in the Course Code Directory for Fundamentals of Health Occupations Education, which are referred to in State Board of Education Rules 6A-1.503 and 6A-42.

PRN0990	Practical Nursing	Nursing Ed @5	Prac Nurse 7
PRN0400			

Facility Design Criteria

Florida State Board of Education Rule 6A-2.32 specifies the size of space and occupant design criteria that school districts or community colleges must follow in planning and designing facilities for Practical Nursing programs. The facility should provide space and learning stations to enable the instruction to meet program objectives. Facility sizes recommended for a one-time occupancy design capacity of 12 students are listed below.

	Minimum (sq. ft.)	Normal (sq. ft.)	Maximum (sq. ft.)
Laboratory	250	263	275
Classroom	500	525	550
Library/Reference	140	150	160
Storage Area	95	100	105
Lockers, Student	125	135	145
Teacher Planning	150	155	160
Reception Area	130	135	140
	1,390	1,463	1,535

District schools and community colleges desiring to vary from size and occupancy design criteria may do so by providing justification in the educational specification documents, which is subject to the approval of the Office of Educational Facilities Construction.

It is recommended that the facility be designed to the maximum square footage whenever possible if growth is anticipated. Attrition should be considered when determining student capacity. Space is allotted on the number of students admitted. Should the average number of students admitted per year be more than 12, additional space will be allotted. This space can be added to exisiting space to increase room size, or be utilized as necessary to enhance student learning (e.g., additional classrooms, learning lab, etc.).

A double sink with work ledge space provided with hot and cold running water is necessary in demonstration and laboratory areas. Electrical outlets are needed for both 220 and 110 volts. A stove and refrigerator unit, which is optional for nutrition classes, will require a 220 volt outlet. Several 110 volt outlets should be available throughout the classroom and demonstration areas for media and electrical medical equipment.

Effective vocational education needs to be taught in a facility with equipment similar to the actual conditions to be found by the graduates in a modern work situation. The overall approach to planning for the Practical Education Suite should be from the point of view that it will, insofar as possible, simulate hosptial conditions.

Additionally, the facility should, whenever possible, be located close to or within existing health ocupations education programs to facilitate sharing instructional equipment and classroom space.

Parking facilities should be located relatively close because of frequent off-campus travel.

Suggested Equipment and Supplies

Basic Equipment (12 students)

12 Trapezoid tables
12 Chairs
1 Chalkboard
1 Bulletin board
2 Four-drawer file cabinets
2 57 x 72-inch classroom tables
2 Large bookcases for reference use
1 Instructor's desk and chair
1 Torso and portable carrier
1 Skeleton with cabinet
1 Wall-mounted anatomical charts
1 Anatomical models of cell, skin, heart, lungs, kidney, and reproductive organs
1 Filmstrip projector
1 Cassette player
1 16mm film projector (autoload with sound and portable table)
1 Wall-mounted projector screen
1 Carousel slide projector with cassette player
1 Overhead projector with portable table
Selected filmstrips, films, slides
1 Lectern
1 Resuscitation training model
1 Chase adult mannequin
12 Charts and sample patient records
1 Balanced scale
6 Sphygmomanometers
6 Stethoscopes
2 Teaching stethoscopes
4 Electric hospital beds, mattresses and pillows, side rails, I.V. poles
6 Thermometers (glass)
1 Thermometer (digital)
1 Wheelchair with leg extensions and locks
1 X-ray view box (mounted)
4 Wash basins, emesis basins, carafes, and trays
4 Bedpans and urinals
1 Stretcher with mattress and side rails
1 Adjustable bedside commode
1 Gooseneck lamp
1 Aquathermia pad
1 Bed cradle
1 Footboard
6 Test tubes and holders
1 Shampoo basin
4 Overbed tables, bedside tables, and highback chairs
1 Copy machine
2 Hampers with bags

1 Linen cart
2 Footstools
1 Geri-chair
4 Glass utility jars (sterile technique)
1 Dressing cart
1 Medication cart
1 Pencil sharpener
4 Instrument trays for sterile technique
1 Bassinet
1 Child's crib
1 Typewriter

Additional Funding

Computers and software
Orthopedic and Pediatric specialized equipment (e.g., traction, etc.)
Hoyer lifts
Special tubs (sitz baths, etc.)
VCR with television monitor

Safety

The Florida State Board of Education established rules for the operation of public schools. Chapter 6A-2 Part III, Section B of these rules contains the standards for existing educational facilities. Subsections deal with the entire facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Practical Nursing programs, it is suggested that strict adherence to the general standards as outlined above be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan, etc.).

INSTRUCTIONAL RESOURCES

Audiovisual Materials

The following audiovisual materials are included in the Trainex Slidetape Series, and can be ordered from Post Office Box 116, Garden Grove, California 92642.

Temperature, Pulse, and Respirations
Intake and Output
Blood Pressure
Application of Binders and Bandages
Local Applications of Heat and Cold
Testing the Urine for Glucose and Ketones
Collecting Urine Specimens
The Use of Protective Restraints
Transfer Activities and Ambulation
Showers and Tub Baths
Peri Care
Colostomy Care
Colostomy Irrigation
Feeding the Patient
Sterile Technique and Dressing Change
Assisting with a Physical Exam
Prevention and Treatment of Decubiti
Cleansing Enema
Occupied Bed

Films

The following films are included in the Human Body Series, available from

Coronet
Coronet Building
65 East South Water Street
Chicago, Illinois 60601

The Human Body:

The Skeleton
The Excretory System
The Brain
Nutrition and Metabolism
Muscular System
Systems Working Together
Circulatory System
Sense Organs
Respiratory System
Nervous System
Reproduction
Chemistry of Digestion
Endocrine System

How to Save A Choking Victim: The Heimlich Maneuver

Paramont Oxford Film
5451 Marathon Street
Hollywood, California 90038

Suggested Textbooks or Reference Books

Anderson/Shapiro, Obstetrics for the Nurse, 4th Edition, Delmar Publishers, Inc., Albany, New York 12205, 1984.

Bayt, Phyllis Theiss, Administering Medications, Bobbs-Merrill Education Publishing, Indianapolis, 1982.

Billings/Stokes, Medical-Surgical Nursing, C. V. Mosby Co., St. Louis, Missouri 63141, 1987.

Birren/Kinney/Shaie/Woodruff, Developmental Psychology--A Life Span Approach, Houghton Mifflin Company, Boston, 1981.

Burroughs, Arlene, Bleier's Maternity Nursing, 5th Edition, W. B. Saunders Co., Philadelphia, 1986.

Caldwell/Hegner, Geriatrics--A Study of Maturity, 4th Edition, Delmar Publishers, Albany, New York, 1986.

Craig, Grace J., Human Development, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 17632, 1980.

Ellis/Nawlis/Bentz, Modules for Basic Nursing Skills, 2nd Edition, Volume 1 and 2, Houghton Mifflin Co., Boston, 1980.

Hole, John W., Jr., Essentials of Human Anatomy and Physiology, Wm. C. Brown Co., Dubuque, Iowa, 1982.

Hood/Dincher, Total Patient Care, 6th Edition, C. V. Mosby Co., St. Louis, Missouri, 63141, 1984.

Kane/Blake/Frye, Understanding Health, Random House School Division, New York, 1982.

Keane, Claire, Brachman, Essentials of Medical-Surgical Nursing, 2nd Edition, W. B. Saunders, Philadelphia, 19105, 1986.

Keane and Fletcher, Drugs and Solutions--A Programmed Introduction, W. B. Saunders Co., Philadelphia, 1980.

Kerschner, Velma, Nutrition and Diet Therapy, Edition 3, F. A. Davis Co., Philadelphia, 1983.

Kozier/Erb, Techniques in Clinical Nursing, 2nd Edition, Addison-Wesley Publishing Co., Menlo Park, California 94025, 1987.

Licensed Practical Nurse - A Catalog of Performance Objectives and Criterion-Referenced Measures and Performance Guides, (Florida/V-TECS), Career Education Center, Tallahassee, Florida 32306, 1978.

Marieb, Elaine, Essentials of Human Anatomy and Physiology, Addison-Wesley Publishing Co., Menlo Park, California 94025, 1984.

Marieb, Elaine, The A and P Workbook, Addison-Wesley Publishing Co., Menlo Park, California 94025, 1985.

Milliken/Campbell, Essential Competencies For Nursing Care, C. V. Mosby Co., St. Louis, Missouri 63141, 1985.

Mosby's Medical and Nursing Dictionary, 2nd Edition, C. V. Mosby Co., St. Louis, Missouri 63141, 1987.

Nursing '87 Drug Handbook, Intermed Communications, Inc., Horsham, Pennsylvania 19044, 1987.

Phillips, Celeste R., Family-Centered Maternity/Newborn Care, 2nd Edition, C. V. Mosby Co., St. Louis, Missouri 63141, 1987.

Physician's Desk Reference, Medical Economics Co., Inc., Oradell, New York 07649, 1987.

Poleman/Capra, Shackelton's Nutrition Essentials and Diet Therapy, W. B. Saunders Co., Philadelphia, 1984.

Potter/Perry, Basic Nursing, Theory and Practice, C. V. Mosby Co., St. Louis, Missouri 63141, n.d.

Rosdahl, Caroline Bunker, Textbook of Basic Nursing, 4th Edition, J. B. Lippincott Co., Philadelphia, 1985.

Ross, Carmen F., Personal and Vocational Relationships in Practical Nursing, 5th Edition, J. B. Lippincott Co., Philadelphia, 1981.

Smith, Sandra, Review of Practical Nursing for NCLEX-PN/VN, National Nursing Review, Inc., 1983.

Stanfield, Peggy, Nutrition and Diet Therapy, Self-Instructional Modules, Jones and Bartlett Publishers, Inc., 1986.

Taber's Cyclopedic Medical Dictionary, 15th Edition, F. A. Davis Company, Philadelphia, 19103, 1985.

Thomas, Virginia, Life Sciences for Nursing and Health Technologies, 4th Edition, Technicourse, Long Beach, California 90803, 1982.

PROFESSIONAL ORGANIZATIONS AND SUPPORT SERVICES

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and soundproof professional growth experiences at local, state, regional, and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field.

American Health Care Association
Post Office Box 35050
Washington, DC 20005
(202) 833-2050

American Hospital Association
Division of Nursing
840 North Lake Shore Drive
Chicago, IL 60611
(312) 280-6422

American Society for Health Care
Education and Training
American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611
(312) 280-6722

Federation for Accessible Nursing
Education and Licensure
Post Office Box 22417
Seattle, WA 98122
(206) 441-6020

Florida Hospital Association
Post Office Box 531107
Orlando, FL 32853-1107
(305) 841-6230

Florida Nurses Association
Affiliate of American Nurses Association
Post Office Box 536985
Orlando, FL 32853-6985
(305) 896-3261

Florida State Board of Nursing
111 Coastline Drive East, Suite 504
Jacksonville, FL 32202
(904) 359-6331

Florida Vocational Association
1420 North Paul Russell Road
Tallahassee, FL 32301
(904) 878-6860

National Association for Practical Nurse
Education and Service
10801 Pear Tree Lane, Suite 151
St. Ann, MO 63074
(314) 426-2662

Florida affiliate of above -
Florida Licensed Practical Nurse Association
218 West Lawson Drive
Auburndale, FL 33823

National Federation of Licensed Practical Nurses
P.O. Box 11038
Durham, NC 27703
(919) 569-9609

National League for Nursing
Ten Columbus Circle
New York, NY 10019
(212) 582-1022

Health Occupations Students of America (HOSA)
Myra Saley
Department of Education
Knott Building
Tallahassee, FL 32399-0400
(904) 488-7019

Health Occupations Educators Association of Florida
Dr. Larry Hudson, President
University of Central Florida
Orlando, FL 32816
(305) 275-2950

Health Occupations Education Division
American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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